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ABSTRACT

This is a final management evaluation report on the Providence Bilingual Project at Fox Point School. The report was prepared according to the management functions identified by the Office of Education. Section 1 discusses these functions: planning, installing, operating, communicating, and evaluating. Section 2 discusses the impact of the project on the participating groups, that is, on parents, the community, teachers, students, and on other educational institutions. Section 3 contains a management monitoring matrix which deals with responsibility for management tasks. Section 4 contains bi-weekly project activity reports. An appendix describes the project's approach and its implications for foreign language teaching in general. (AM)

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FINAL REPORT

MANAGEMENT EVALUATION

Bilingual Education Program

Title VII

Providence School Dept.

August 15, 1972

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NOTE

In prior years, the Instructional Evaluation and the Management Evaluation have been combined under one cover. This year a decision was made to produce two separate documents. This decision was based upon (1) the realization that reports were becoming quite lengthy and (2) the desire to make available as soon as possible the results of a comprehensive evaluation activity. This is not to say, however, that the two comprehensive evaluation activities are mutually exclusive. Indeed, these should be considered as reports of highly overlapping and interrelated components.

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Management Evaluation

Bilingual Education Program

Title VII

Providence School Dept.

August 15, 1972

This evaluation report has been prepared in accordance with the five management functions identified by the U.S. Office of Education - planning, installing, operating, communicating and evaluating. A discussion of these components comprises Section 1; Section 2 deals with the impact of the project on participating groups; Section 3 is a monitoring system used for several years in this project to identify and fix responsibility for management tasks; Section 4 contains the bi-weekly project activity reports prepared by the evaluator for (1) communicating with the Project Director and (2) providing a formal record of a number of activities undertaken by the Project Director or the evaluator.

Section I - Management Components Narrative

While all five of these components have existed since the first year of the program, not all of them have received the same emphasis. For example, planning was a key component prior to and during the first year of operation. During the second year, the operating component received increasing emphasis. During the third year, communication has emerged as a component of priority.

I. Planning

1. Were individuals and groups affected by the program's operation involved in the planning of activities.

During the third year of operation, there was somewhat greater community involvement than in earlier years. A number of community people continue to be employed as aides within the project; however, obtaining on-going participation from numbers of Luso-Americans in the community has not been completely successful due to the fact that the people are generally not oriented to participation in school-related activities. Over the past several years, many attempts have been made to obtain Luso-American representation at Advisory Council meetings as well as P.T.A. meetings. The cultural expectency is to leave education to the professionals. In addition, many parents work second or third shifts and cannot easily attend. The permanent Advisory Council met, according to the Project Log maintained by the Director, 5 times during the past year. This evaluator attended a Spring meeting to plan the Open House. A teacher was present to translate.

This evaluator was not aware of any meetings between Bilingual staff, non-program teachers in the building, traveling specialists and the building principal. This could have occurred in late summer of 1971, prior to this evaluator's involvement. While not directly connected with the program, the regular classroom teachers and other personnel are familiar with many of the students, are aware of special problems and could possibly offer ideas as well as share their expectations for the program.

A building meeting should be held prior to or shortly after the beginning of school to acquaint all with the plans for the year and to provide an opportunity for possible input into the on-going planning process.

2. Were special efforts made to gain the support of individuals or groups whose anticipated reaction might be neutral or negative?

To the best knowledge of this evaluator, there are no groups who, during the past year, were neutral or negative toward the program. Only two parents out of 41 interviewed indicated they would prefer that their children not participate during the next program year. (This was an extremely small percentage.) The parent questionnaire is contained later in this report.

The evaluator undertook a survey of all certified Fox Point staff in order to obtain information in a number of areas that would be useful for planning future programs as well as providing a measure of perceived effectiveness of management. The complete results were included in the Interim Report submitted January 31, 1972. Of 31 questionnaires distributed, 18 were returned. Of this 18, 2 disagreed with the bilingual concept and 5 had mixed feelings. All of these were non-program teachers. These results suggest that some teachers may not have a clear conception of the goals of bilingual education and that some effort be made to clerify any misconception.

Jacinto Ferreira, a former Portuguese embassy employee who is fluent in Portuguese, has served for several years as community liason person, assisting parents, children and community people with the variety of problems newly-arrived immigrants face.

3. Were resources (equipment, materials, personnel) necessary for the operation of each component identified and made available in order that component activities would not be delayed or altered?

(a) Equipment - There were no problems in this area.

(b) Materials - The usual kinds of materials such as paper, pencils, and English texts were in adequate supply.

Earlier reports detailed the lack of Portuguese texts and materials. Efforts initiated last year and expanded, have resulted in the development and acquisition of many materials. There is still a need for more materials, especially at the intermediate grades and efforts should continue to develop and acquire appropriate materials.

(C) Personnel - All personnel were available and instruction was undertaken and carried out without delay. Several times when a teacher was absent, Mr. Texiera substituted so as to insure that the program continued uninterupted.

4. Were all sources of technical assistance identified and services secured and utilized to meet program-planned needs?

Mrs. Ada Becker, reading specialist assigned to the school, was utilized as a consultant on an as-needed basis as she has in past years. Mr. Piccirilli sought the services of a reading specialist in Portuguese. This evaluator was present during an interview session. He was unable to find a qualified person this year. The evaluator agrees that this person would be an asset.

5. Were alternative resources identified in the event that selected contractors, consultants, suppliers, etc. did not provide services according to specification?

There were no problems in this area to the best knowledge of the evaluator.

6. Was the needs assessment conducted on a broadly-based planning group that was able to provide a variety of perspectives on the problem?

The needs assessment reflected information obtained from a variety of sources that was used to update and modify the original assessment of needs. The long-range 5-year plan includes installing a program component in the middle-school in the 1973-74 program year. Management initiated, during the past year, a study of the middle-school program. This activity should intensify during the 1972-73 year. Mr. Piccirilli

has spoken with representatives of the middle-school as well as his own staff in making preliminary plans. To the best knowledge of this evaluator, the Advisory Council has not yet had the opportunity to discuss in detail expansion to the middle-school. This should be planned as one of the first items during the upcoming year.

7. Is needs assessment data represented in the kinds of program priorities and component activities included within the project?

The 1971-72 program was operationalized after needs were assessed. During the year, several minor revisions were made as operations were compared with the priorities of the acquisition of speaking, listening, reading and writing facilities in two languages. The program follows closely the concept of bilingual education.

8. Were alternate approaches to meeting specified needs considered?

As a demonstration program operating within the philosophy of bilingual education, alternatives have been identified in many areas. The innovative first grade reading program introduced during the past year was an example of a program alternative realized. An area that should be explored during the current year is alternative procedures for grouping that would facilitate the greater individualization of instruction.

9. Were performance objectives in both product and instructional process established for each component?

Performance objectives were stated for all instructional components. In addition, objectives were stated in the affective domain. Instructional Process objectives for reading have been included in the Appendix. There is a need for articulation of on-route objectives in other areas.

Management objectives are reflected in the management schedule found in Section II. The mangement function could possibly be further strengthened through the introduction of a PERT chart or other similar system of detailing a comprehensive view of management function for a program year.

II. Installation

1. Did prerequisite actions take place as planned before component activities were initiated?

There were no serious problems that this evaluator was aware of caused by failure to take prerequisite action. An oversight on the part of the Project Director in obtaining the Primary A Form of the Gates-MacGinitie resulted in a testing delay of several days until tests could be obtained from a neighboring community. Otherwise, all components were implemented on schedule. This evaluator attended an Advisory Council meeting to plan the Open House (Portugual Around the World) several months prior to the June date. There were no problems with implementing this activity which was more complex an undertaking than many of the more traditional educational components which are more closely tied to the larger school system schedule.

2. Did the organizational pattern provide for effective coordination among staff and between staff and advisory groups?

There were no serious problems related to the organizational pattern. The addition of Mr. Texieira as Curriculum Writer enhanced the operation of the program. He was in regular contact with all teachers regarding primarily curricula matters. He facilitated the interaction among the teaching staff and the in-service staff by being free from teaching responsibilities on a full-time basis. No objectives were stated for this component and it is recommended that several be articulated in order

to more clearly define the responsibilities attached to the position. This evaluator has recommended that broader responsibilities be assigned to this position.

Staff meetings were held as necessary for planning. This evaluator attended several of these. Up to this point, the relatively small staff size has resulted in a considerable amount of informal contact among administrators and staff. As the project continues to grow in complexity and staff size, formalizing some of these mechanisms will be necessary.

The Advisory Council met, according to the Project Log maintained by the Project Director, five times during the year. This group determined that it should meet formally at the beginning of school, at mid-year to discuss the Interim Report and Audit, during the Spring to plan the Open House and at the end of the year to discuss plans for the upcoming year. In addition, the Council agreed to meet if and when an important program decision was to be made.

3. Were staff responsibilities clearly assigned and delineated and efforts made to resolve potential problems in areas of joint responsibility?

Reference was made earlier to the possibility of articulating one or more objectives for the position of curriculum writer/coordinator.

As in many schools where a federal programs operate, there is an interface of administration responsibilities having the potential for jurisdictional dispute.

While differences have occurred regarding certain management responsibilities, most all of these have been resolved to the satisfaction of all. The responsibilities of the contracted services provided to the project were clearly spelled out in the respective contracts and no problems

arose. Responsibilities of aides and teachers have been partially circumscribed by state, local regulations and contracts. There were no serious problems with either group during the year.

4. Were contractor's services and products provided according to specifications so that the component activities could begin as planned?

There were no problems in this area to the best knowledge of this evaluator. The 1970-71 Final Evaluation Report was delayed due to several factors detailed in that report; however, management was supplied with an Interim Report in early 1971 and with a preliminary Final Report before the deadline date in August for test-ordering, etc. These reports allowed the Project Director to implement the 1971-72 program on schedule, reflecting recommendations of the former evaluator.

III. Operating or Directing

1. Was sufficient authority delegated so that the project manager, staff and advisory groups could carry out their jobs?

The Project Director was given sufficient authority by the Providence School Department to insure that the program could be implemented on schedule. The Project Director serves on a half-time basis, the remainder of his time is spent as ESL Coordinator for the system. The Curriculum Writer assumed some former Director responsibilities in the area of curricula development and the continuance of this portion will become increasingly important during the next year when plans are formulated and materials developed for the move to the middle school.

As the opinion of this evaluator, the Project Director has served effectively during the 1971-72 program year in allowing the staff and various other components to carry out their respective functions.

2. Did the program manager in correcting a problem consider several alternatives and involve appropriate staff, administrative officials or advisory groups in his consideration?

The manager was faced with several problems during the year which were resolved after consultation with a variety of individuals and groups. These problems included qualified staff and appropriate materials. A perceived problem not completely resolved is in the area of Communications which will be discussed in the next section.

3. Did the program manager receive needed support services, personnel and leadership from within the school system?

There were a number of support services provided the project by the Providence School Department. Whenever the potential existed, these services reflected the bicultural thrust of the program. For example, the physical education teacher planned several activities of a cultural nature. The building principal, in a number of instances, facilitated the activities of the project. Most notably was the "Portugal Around the World" open house. During the Spring, the Providence School Department administrative personnel participated in a realignment of the administrative structure. The new structure should facilitate the implementation of certain management functions, especially in the areas of planning and operation. The Project Director had the opportunity to participate in a series of workshops for program managers sponsored by the Providence School Department during the past Spring. These workshops dealt with the articulation of educational objectives and, in the opinion of this evaluator, the bilingual program will be enhanced during the coming year as the result of the project director's attendance.

4. Were task assignments made and job positions developed so that the workload was reasonably allocated?

During the third year of operation, there were no major changes in teaching or paraprofessional task assignments. As mentioned earlier, the role of curriculum writer/coordinator added a new dimension to the program. The articulation of several objectives for this position would seem appropriate.

IV. Communication

1. Did the program staff provide the director with timely information on problems so that solutions could be found as quickly as possible?

The project director maintained close contact with the staff. He was assisted to some extent by the curriculum writer who had very close contact with the teachers, especially on matters dealing with curriculum. The area of Communication within the entire school among certified staff has been perceived as an area needing attention. Mention was made earlier of the lack of understanding or the mixed feelings held by some non-project teachers regarding the bilingual concept. Not everyone is going to agree with an innovative concept in education regardless of how much explanation is provided; however, having a school-wide meeting to discuss the current status of the project and to share ideas regarding the up-coming year would seem to be appropriate.

2. Did the organization of the project staff facilitate communication?

There were no problems in communication among the project staff. On several occasions, when the Project Director was out of the building on visits to other schools, the curriculum writer was able to answer questions which arose within the building.

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3. Did the program manager consult with those to be affected by a change in the project plan and allow for feedback and further modification before the revised plan was implemented?

Staff meetings occurred to discuss program modifications. The evaluator attended two of these - one dealing with the Cooper-McGuire instruments and the second dealing with the revision in time allotments for English instruction. During both meetings, teachers provided feedback to the Project Director. Because all of the staff, as well as the manager are housed in close proximity, discussion among staff and management is continuous and feedback is an on-going activity.

Meetings with the Advisory Council were held to discuss program changes and any recommendations for change included in evaluation reports.

4. Were types of media selected for specific communication purposes determined by the nature of the information to be presented and the specific recipient groups?

All communications from the school to home were in both English and Portuguese. Aides and the community liaison person visited homes for discussions of specific issues. An interpretor was present at all Advisory Board meetings.

A Christmas program of Portuguese culture and music was recorded in New Bedford at the Channel 6 facilities and broadcast to both and English-dominant and Portuguese-dominant audience.

A scholarly paper dealing with the Providence Title VII Project was published in Hispania, 12/71, Vol. 54, No. 4. A copy is found in the Appendix.

The Project Director has maintained communication with Portuguese projects in the Northeast as well as California. Several teams of visitors from the bilingual programs spent a considerable amount of time during the

past year visiting the project and Mr. Piccirilli has been in communication with these projects subsequent to their visits.

The parent interviews conducted during the past Spring were designed to communicate with the parents as well as to gather information. Five homes were selected from each of the eight classes using the following technique - the classes were arranged from 1 through 8 and the first five names were selected from class 1; the last five names were selected from class two. This procedure was repeated until selections had been made from all classes. The results were kept separate for Portuguese-dominant and English-dominant classes. Table 1 contains the results from the Portuguese-dominant interviewees; Table 2 for the English-dominant interviewees.

5. Did the communication system provide a mechanism for a flow of ideas and suggestions from those concerned and interested in the project to the project manager?

With the exception of the one area referred to earlier for which a recommendation was made, feedback was provided on a regular basis, typically in an informal manner. Feedback in the form of reports was provided by the evaluator and auditor. Communication from home was via note or telephone when initiated in the home. Specific information needed by the manger from home was obtained by the aides, teachers or the community liaison person.

The "Portuguese Around the World" program provided the opportunity for large numbers of community people, staff and administrators to interact in a social setting. Designed as a communication mechanism, this program dealt mainly with the social aspects of the Portuguese culture - dance, song, food and drink. In addition, a Portuguese book display attracted much interest.

TABLE 1

PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION

PORTUGUESE-DOMINANT PARENTS

1. Husband and/or wife of Portuguese ancestery? (Underline one or both)

   Husband - 1; Wife - 0; Both - 20

2. Why did you want your children to attend the bilingual class? Do you understand the purpose of the bilingual program?

   Many indicated that they wanted their children to learn to read Portuguese. Some were not completely aware of the program because they indicated they wanted their children to learn English.

3. Do you want your child(ren) enrolled in the bilingual class next year?

   Yes (20) No (0) "It's up to him" (1)

   Why? A number of parents indicated that their children liked school. Several stated that the children were learning more Portuguese as well as English.

4. Do you think that it is easier or harder for your children in the bilingual class than it would be in another class?

1. easier	(6)
2. harder	(1)
3. about the same	(13)

   Why? Those who felt it was easier stated that the instruction in Portuguese helped the children to adjust to school as well as learn subject matter.

5. What have your children gained from attending bilingual classes?

   Responses ranged from speaking and reading English and Portuguese to attitude toward school.

6. What do you hope they will gain?

   Responses were elaborations of No. 5.

7. How far do you expect your children to go in school? (Please circle one number).

BOYS		GIRLS	
(0) 1.	finish elementary school	(0) 1.	
(3) 2.	finish junior high school	(0) 2.	
(7) 3.	finish high school	(5) 3.	
(0) 4.	finish 2 years of college	(0) 4.	
(1) 5.	finish college	(3) 5.	
(2) 6.	finish graduate school	(1) 6.	

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8. When your daughters are grown up, what kind of jobs do you expect them to have? (Give an example).

A number indicated "no job"; others mentioned housewife. Several mentioned teacher.

9. When your sons are grown up, what kind of jobs do you expect them to have? (Give an example).

The majority were skilled with some professional.

10. In what language did you receive most of your education?

1. Only Portuguese (21)
2. Mostly Portuguese (0)
3. Only English (0)
4. Mostly English (0)
5. English and Portuguese equally (0)

11. In what language did your husband (or wife) receive most of his education?

1. Only Portuguese (20)
2. Mostly Portuguese (0)
3. Only English (1)
4. Mostly English (0)
5. English and Portuguese equally (0)

12. Circle the last year which you completed in school:

1	2	3	4	5	6	7	8	9	10	11	12
(2)	(0)	(5)	(10)	(0)	(3)	(0)	(0)	(0)	(1)	(0)	(0)

2 years of college (0)
4 years of college (0)
graduate school (0)

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13. Circle the last year which your husband or wife completed in school:

0	1	2	3	4	5	6	7	8	9	10	11	12
(1)	(3)	(0)	(5)	(7)	(1)	(3)	(0)	(0)	(1)	(0)	(0)	(0)

2 years of college (0)
4 years of college (0)
graduate school (0)

14. Can you read Portuguese? 1. Yes (21) 2. No (0)

Can you read English? 1. Yes (3) 2. No (17)

15. Can your husband (or wife) read Portuguese? 1. Yes (15) 2. No (6)

Can your husband (or wife) read English? 1. Yes (5) 2. No (15)

16. Did you always live in the continental United States?

1. Yes (0) 2. No (21)

If the answer is "yes", you do not need to answer questions No. 17, 18, and 19.

17. If not, when did you move to the mainland? (Please circle one number).

1. Less than 1 year ago (2)
2. 1-2 years ago (6)
3. 3-5 years ago (10)
4. 6-10 years ago (2)
5. More than 10 years ago (1)

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18. Where did you live before you moved to the mainland?

1. Country Portugal, Azores - 16 San Miguel, Azores - 4; Cape Verde - 1

2. City or town _____

19. Do you have plans to return to live in the place indicated in your answer to question No. 18?

1. Yes (1) 2. No (17) Don't Know (2)

20. Does your family ever visit relatives who do not live in the continental United States?

1. Yes (4) 2. No (10)

21. If "yes", when was the last visit? (Please circle one number)

1. Within 1 year (4)
2. Within 2 years (0)
3. Within 3 years (0)
4. Within 5 years (0)
5. More than 5 years ago (0)

22. What is your occupation? _____

housewife - 8; assembly worker - 2; solderer - 2; rubber worker - 1; factory worker - 6

23. If you work, what language do you speak on the job? (Please circle one number)

1. Only Portuguese (8)
2. Mostly Portuguese (3)
3. Only English (0)
4. Mostly English (3)
4. English and Portuguese equally (2)

24. What is your husband's or wife's occupation?_____

25. If your husband or wife works, what language does he or she speak on the job? (Please circle one number).

1. Only Portuguese (8)
2. Mostly Portuguese (6)
3. Only English (1)
4. Mostly English (0)
5. English and Portuguese equally (1)

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26. When you talk to your husband or wife, which language do you speak? (Please circle one number).

1. Only Portuguese (17)
2. Mostly Portuguese (1)
3. Only English (0)
4. Mostly English (0)
5. English and Portuguese equally (1)

27. When you talk to your children, do you speak English or Portuguese? (Please circle one number).

1. Only Portuguese (20)
2. Mostly Portuguese (0)
3. Only English (0)
4. Mostly English (0)
5. English and Portuguese equally (1)

28. What language do your children speak to you? (Please circle one number).

1. Only Portuguese (18)
2. Mostly Portuguese (2)
3. Only English (0)
4. Mostly English (0)
5. English and Portuguese equally (1)

29. What language do your children speak when they talk to their brothers and sisters?

1. Only Portuguese (4)
2. Mostly Portuguese (4)
3. Only English (1)
4. Mostly English (8)
5. English and Portuguese equally (3)

30. What language do your children speak when they play with their friends outdoors?

1. Only Portuguese (0)
2. Mostly Portuguese (1)
3. Only Englis (4)
4. Mostly English (11)
5. English and Portuguese equally (5)

31. Have you visited Fox Point for special programs or parent meetings?

1. Yes (6) 2. No (15)

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PARENT QUESTIONNAIRE ON BILINGUAL EDUCATION

ENGLISH-DOMINANT PARENTS

1. Husband and/or wife of Portuguese ancestery? (Underline one or both)

   Husband - 2; Wife - 5; Both - 9; Neither - 3

2. Why did you want your children to attend the bilingual class? Do you understand the purpose of the bilingual program?

   Responses dealt with learning a second language and culture. Two parents were unaware program was voluntary.

3. Do you want your child(ren) enrolled in the bilingual class next year?

   Yes (17) No (2)

   Why? Two parents felt program was too difficult for their children.

4. Do you think that it is easier or harder for your children in the bilingual class than it would be in another class?

1. easier	(1)
2. harder	(4)
3. about the same	(13)

   Why? Those who responded "harder" indicated learning two languages was more difficult than learning one.

5. What have your children gained from attending bilingual classes?

   A variety of responses ranging from knowledge of a second language, and exposure to another culture, to, in one case, nothing being gained.

6. What do you hope they will gain?

   Responses were an elaboration of No. 5. In one case the child was to be placed in the regular classroom.

7. How far do you expect your children to go in school? (Please circle one number).

BOYS		GIRLS
(0) 1.	finish elementary school	(0) 1.
(0) 2.	finish junior high school	(0) 2.
(2) 3.	finish high school	(3) 3.
(0) 4.	finish 2 years of college	(1) 4.
(10) 5.	finish college	(4) 5.
(0) 6.	finish graduate school	(0) 6.

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8. When your daughters are grown up, what kind of jobs do you expect them to have? (Give an example).

Responses ranged from housewife to professional worker such as teacher.

9. When your sons are grown up, what kind of jobs do you expect them to have? (Give an example).

The majority of jobs were skilled or professional in nature. Several parents indicated choice would be up to child.

10. In what language did you receive most of your education?

1. Only Portuguese (4)
2. Mostly Portuguese (1)
3. Only English (13)
4. Mostly English (0)
5. English and Portuguese equally (0)

11. In what language did your husband (or wife) receive most of his education?

1. Only Portuguese (3)
2. Mostly Portuguese (2)
3. Only English (10)
4. Mostly English (0)
5. English and Portuguese equally (4)

12. Circle the last year which you completed in school:

1	2	3	4	5	6	7	8	9	10	11	12
(0)	(0)	(0)	(0)	(0)	(0)	(1)	(2)	(2)	(3)	(2)	(5)

2 years of college (0)
4 years of college (3)
graduate school (0)

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13. Circle the last year which your husband or wife completed in school:

1	2	3	4	5	6	7	8	9	10	11	12
(0)	(0)	(0)	(1)	(0)	(0)	(2)	(2)	(3)	(0)	(1)	(7)

1 year of college (1) 2 years of college (1)
4 years of college (1)
graduate school (1)

14. Can you read Portuguese? 1. Yes (9) 2. No (10)

Can you read English? 1. Yes (18) 2. No (1)

15. Can your husband (or wife) read Portuguese? 1. Yes (9) 2. No (10)

Can your husband (or wife) read English? 1. Yes (17) 2. No (2)

16. Did you always live in the continental United States?

1. Yes (13) 2. No (6)

If the answer is "yes", you do not need to answer questions No. 17, 18, and 19.

17. If not, when did you move to the mainland? (Please circle one number).

1. Less than 1 year ago (1)
2. 1-2 years ago (0)
3. 3-5 years ago (0)
4. 6-10 years ago (0)
5. More than 10 years ago (5)

18. Where did you live before you moved to the mainland?

1. Country Portugal - (5); Azores - (1)

2. City or town _____

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19. Do you have plans to return to live in the place indicated in your answer to question No. 18?

1. Yes (1) 2. No (5)

20. Does your family ever visit relatives who do not live in the continental United States?

1. Yes (8) 2. No (11)

21. If "yes", when was the last visit? (Please circle one number)

1. Within 1 year (1)
2. Within 2 years (5)
3. Within 3 years (1)
4. Within 5 years (0)
5. More than 5 years ago (1)

22. What is your occupation? _____

housewife - 5; laundry (folder) - 1; teacher's assistant - 5; enamel business - 1; salesgirl (interpretor) - 1; operator - 1; teacher - 2

23. If you work, what language do you speak on the job? (Please circle one number)

1. Only Portuguese (0)
2. Mostly Portuguese (1)
3. Only English (8)
4. Mostly English (2)
4. English and Portuguese equally (5)

24. What is your husband's or wife's occupation?_____

25. If your husband or wife works, what language does he or she speak on the job? (Please circle one number).

1. Only Portuguese (0)
2. Mostly Portuguese (1)
3. Only English (14)
4. Mostly English (2)
5. English and Portuguese equally (3)

26. When you talk to your husband or wife, which language do you speak? (Please circle one number).

1. Only Portuguese (2)
2. Mostly Portuguese (0)
3. Only English (12)
4. Mostly English (2)
5. English and Portuguese equally (3)

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27. When you talk to your children, do you speak English or Portuguese? (Please circle one number).

1. Only Portuguese (2)
2. Mostly Portuguese (0)
3. Only English (10)
4. Mostly English (3)
5. English and Portuguese equally (4)

28. What language do your children speak to you? (Please circle one number).

1. Only Portuguese (1)
2. Mostly Portuguese (0)
3. Only English (10)
4. Mostly English (6)
5. English and Portuguese equally (2)

29. What language do your children speak when they talk to their brothers and sisters?

1. Only Portuguese (0)
2. Mostly Portuguese (1)
3. Only English (10)
4. Mostly English (6)
5. English and Portuguese equally (2)

30. What language do your children speak when they play with their friends outdoors?

1. Only Portuguese (0)
2. Mostly Portuguese (0)
3. Only Englis (10)
4. Mostly English (4)
5. English and Portuguese equally (5)

31. Have you visited Fox Point for special programs or parent meetings?

1. Yes (16) 2. No (3)

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Of the 19 English-Dominant families, a total of 16 had at least one Luso-American adult. Thirteen (13) of the 19 had been born in the U.S.; 5 others had lived in the U.S. more than 10 years. The English-dominant parents had, as a group, more formal schooling and greater expectations as far as schooling was concerned for their children. All of the Portuguese-dominant parents had been born outside of the U.S. (predominately the Azores) and the majority (18) had arrived within the past 5 years. Seventeen (17) of the 20 responded that they did not plan to return to their native land. All but one of the Portuguese-dominant families indicated that communication with children was only in Portuguese; approximately half of the English-dominant parents indicated that they communicate with their children only in English. Two indicated that communication was solely in Portuguese. Peer language and sibling language outside of school varied for the Portuguese-dominant children - a greater percentage spoke Portuguese with siblings than with peers. The language use by the English-dominant children was with 1 exception entirely English or mostly English with both peers and siblings.

Sixteen (16) of the 19 English-dominant families had attended the school at least once for special programs or parent meetings. Only 6 of the Portuguese-dominant families had visited the school.

The results of the questionnaire support earlier demographic surveys of the area, in terms of the predominance of people from the Azores, the amount of formal schooling of these people, their use of language and occupational patterns.

Both groups indicated, with only 1 or 2 exceptions, very positive attitudes toward the Title VII project. The Portuguese-dominant homes saw a greater use of Portuguese for communication among adults and children. The gradual emergence of English as the language of the home can be seen with the English-dominant parents, the majority of whom are Luso-Americans who have lived in the U.S. all their lives or for a number of years. The fact that the majority of English-dominant parents have attended the school and the majority of Portuguese-dominant parents have not supports the observation that the newly-arrived Portuguese parents, for a variety of reasons, have little or no contact with the school. As they begin to internalize the American cultural values placed on formal and extended schooling, they make visits to the schools as reflected in the figures for English-dominant children. Efforts should continue, however, to involve newly-arrived parents with the schools with such activities as the "Portuguese Around the World" open house.

6. Was a mechanism established for periodically reviewing and disseminating information about the status of the project?

These mechanisms were referred to earlier in the report. They tend, because of the compactness of the project, i.e., housed under one roof, to be informal; however, formal mechanisms do exist in the form of Advisory Council meetings, evaluation and audit meetings, and staff meetings.

V. Evaluation

1. Were evaluation instruments developed, locally pretested?

The project has used the Murphy-Durrell and the Gates-MacGinitie instruments for several years and expectancies based upon analysis of local data have been developed. These instruments are relevant to the English reading skills which are an important component of the program.

The CRDC - URI has for the past two years been developing and field testing a series of instruments in the areas of language readiness and achievement. The achievement tests have been administered to samples of children at the Fox Point School. This data is being analyzed and will be reported as an Addendum to the 1971-72 Instructional Evaluation Report. These instruments were developed to fill the gaps that exist in the area of second language testing and are a welcome addition to the evaluation component.

2. Were evaluation techniques and instruments determined as an integral part of the performance objective developmental process?

Performance objectives for the 1971-72 project year were developed by management in concert with the CRDC according to available documentation. This evaluator was not involved with the project when this process was initiated in the Spring of 1971. There is no question that the use of the

Gates-MacGinitie Reading Test is a valid procedure for assessing reading outcomes. The tests developed during the past two years by the CRDC were developed, according to available documentation, to reflect the desired performance outcomes of the project.

3. Were evaluation findings utilized expeditiously by the project staff in adjusting or modifying program operations to correct problems?

Teacher-made tests were used continuously in formative evaluation. The Cooper-McGuire instruments were valuable in making decisions about instruction and grouping. The results of pretest data analysis were presented to the project director for use in the project.

The teachers were most receptive to the concept of the Cooper-McGuire Tests - individual diagnosis of specific strengths and weaknesses. Efforts will be directed during the 1972-73 year to reducing the paper-work involved with the use of these instruments.

4. Were evaluation responsibilities clearly assigned for product operational process and management process areas?

Contracts with the CRDC and Brown University detailed responsibilities. A recommendation was made earlier that one or two objectives be articulated in the area of management process specifically related to the Curriculum writer/coordinator position.

5. Were evaluation procedures coordinated with the independent educational audit process?

The O.E. procedures establishing evaluation and audit parameters were followed. Several meetings were held between the evaluator and auditor to discuss reports and the project. Communication in writing and via telephone also occurred during the year between the evaluator and auditor.

6. Was technical assistance utilized in the development of evaluation procedures where identified areas of weakness existed?

Professor Nelson Vieira has been increasingly involved during the past project year in the development of curricula materials. The evaluator has attended the in-service and has provided assistance in areas other than evaluation and testing. Mention was made earlier of the consultant role played by the reading specialist. Mr. Piccirilli has attempted to locate a reading specialist in Portuguese and has indicated that he will continue in his effort to obtain such a person.

General Impact on Participating Groups

I. Parents

Parent involvement has increased somewhat during the past year. Obtaining on-going parental involvement, especially the Portuguese-dominant parents, has been one of the major tasks undertaken by Mr. Piccirilli. He has implemented several strategies to increase involvement of the non-English speaking parents including making available teachers and aides to act as interpretors at meetings, both formal and informal.

The Advisory Council met during the year and this evaluator attended a meeting designed to plan the "Portugal Around the World" open house. Those parents who attended participated in the discussion and the second grade teacher interpreted when necessary.

The open house in June was well attended by parents and children. These were activities for all, including teen-agers.

II. Community

While many of the comments regarding parents apply to the community, the televised musical program was aimed at the larger community. The program was televised to a three-state area with a potential audience of hundreds of thousands.

III. Teachers

During the 1971-72 year the teachers became increasingly involved in curriculum development and assessment of pupil performance. The teachers continued their involvement in the in-service program and renewed their professional contact with teachers from the New Bedford Project. In addition, teachers and managers from newly-funded

Title VII project in Fall River, Massachusetts and Pawtucket, Rhode Island visited the project and talked with the teachers about their programs. This evaluator accompanied a team visiting the project from California and observed the teachers interacting with these visitors. The discussion was very stimulating to all and the visitors left with a great deal of practical information implementing bilingual education programs.

There is no question that the Fox Point bilingual staff has received from the program as much as they have given.

IV. Students

Based upon results of the formative and summative evaluation, the children are progressing both cognitively and affectively at very satisfactory rates overall. The instructional evaluation detailed these results. Field trips and the television session brought the children into direct contact with the larger community in very meaningful ways. The development of a park area adjacent to the school in the historic Fox Point harbor area has been an effort of many parents of Fox Point children as well as staff members, including the principal. The realization of this facility will add a new dimension for the children as well as heightening community pride.

V. Educational Institutions

Reference has already been made to the impact of the project on other Title VII projects. The University of Rhode Island and Brown University have continued to be intimately involved in the Providence bilingual program. Mr. Texiera, the curriculum writer, accepted a summer teaching position at Southeastern Massachusetts University to teach a workshop in bilingual education.

This evaluator represented the project at the National Bilingual Conference held in Austin during the Spring of 1972. At that time, the evaluator met with representatives of the University of Texas at Austin, the Texas Education Agency, several bilingual projects in Texas and Louisiana and several test and materials publishers to discuss both theoretical and applied issues dealing with bilingual education. An outcome of this meeting has been the explanation of the application of the Gloria and David Oral tests to the Providence project as well-researched tests of language dominance. These instruments are currently being used in all Teacher Corps projects having a language component.

Dr. Nelson Vieira made a formal presentation of the Project at the annual meeting of the New England Foreign Language Association in June.

...nagement Monitoring Matrix Date Time Interval prior to start of year

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher		Project Director to discuss fourth grade program		
Administrator				
Educational Specialist				
Family				
Community				

Remarks: Fourth grade program to place a greater emphasis on English instruction

Administration.....

Evaluator.....

...Clearinghouse Report

Management Monitoring Matrix

Date ' Time Interval 9-20-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	meeting with evaluator from the CRDC to discuss evaluation			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

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Management Monitoring Matrix Date Time Interval 9-15-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist		Dr. Vierra to begin process evaluation		
Family				
Community				

Remarks: underway

Administration.....

Evaluator.....

Management Monitoring Matrix Date Time Interval prior to start of year

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator		secure texts and materials for grade 4		
Educational Specialist				
Family				
Community				

Remarks: underway

Administration.....

Evaluator

"nagement Monitoring Matrix

Date · Time Interval 9-15-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				
Family				
Community	Formalize PAC group for current year			

Remarks: group selected and a tentative first meeting was set

Administration.....

Evaluator.....

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"nagement Monitoring Matrix Date Time Interval 9-30-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	order tests for pretesting			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

Included in Interim Report

nagement Monitoring Matrix

Date Time Interval 9-30-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator		Discussion of posttests for previous project year		
Educational Specialist				
Family				
Community				

Remarks: A decision was made to discontinue comparisons with non-project classes

Administration.....

Evaluator.....

Included in Interim Report

Management Monitoring Matrix

Date (Time Interval 11-1-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher	Informal discussion about diagnostic testing with the Cooper-Mcguire			
Administrator	- - - - -			
Educational Specialist				
Family				
Community				

Remarks: Evaluator met with the Project Director and teachers to discuss diagnostic testing

Administration.....

Evaluator.....

Included in Interim Report

Management Monitoring Matrix Date Time Interval 12-1-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Self-Concept instruments discussed			
Educational Specialist				
Family				
Community				

Remarks: The SCAL instrument might be replaced with another instrument

Administration.....

Evaluator.....

Included in Interim Report

Management Monitoring Matrix Date / Time Interval 12-71

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator		pretest data summarized and returned to the Project Director for discussion		
Educational Specialist				
Family				
Community				

Remarks: Discussed with Mr. Texiera and Mr. Piccirilli performance on the G-M and M-D tests

Administration.....

Evaluator.....

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Management Monitoring Matrix Date (Time Interval 1-5-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher	Questionnaires for Fox Point Staff mailed			
Administrator				
Educational Specialist				
Family				
Community				

Remarks: questionnaires mailed using school Christmas card list; return envelopes provided

Administration.....

Evaluator.....

Management Monitoring Matrix Date c Time Interval 1-30

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher			Project Director and teachers discuss formative	
Administrator			evaluation results	
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

"nagement Monitoring Matrix Date Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Coordinator with all components			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

Management Monitoring Matrix Date c Time Interval 2-29

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				
Family				
Community	Advisory Council meeting to discuss Interim Report			

Remarks:

Administration.....

Evaluator.....

nagement Monitoring Matrix Date Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Coordinator evaluation audit activities			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

"nagement Monitoring Matrix Date Time Interval 3-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				Staff plans with community the
Educational Specialist				"Portugal Around the World" open house
Family				- - - - - -
Community				- - - - - -

Remarks:

Administration.....

Evaluator.....

nagement Monitoring Matrix Date Time Interval 4-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher	Project Director, Advisory Council, staff, and specialists plan for the 1972-73 program year			
Administrator				
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

nagement Monitoring Matrix Date Time Interval 4-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	tests ordered for posttesting			
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

'anagement Monitoring Matrix Date : Time Interval 4-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				Curriculum writer to visit Materials Acquisition Project
Family				to implement plans for increasing curricula holdings
Community				

Remarks:

Administration.....

Evaluator.....

Management Monitoring Matrix Date / Time Interval on-going

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist		monitoring of instruction by evaluator and Professor Vieira		
Family				
Community				

Remarks:

Administration.....

Evaluator.....

Management Monitoring Matrix

Date Time Interval 4-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	Project Director allows aides to conduct community			
Educational Specialist	questionnaire designed by the CRDC			
Family				
Community				

Remarks:

Administration.....

Evaluator.....

ıagement Monitoring Matrix Date Time Interval 5-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				Final plans approved for open house
Educational Specialist				
Family				
Community				

Remarks:

Administration.....

Evaluator.....

...nagement Monitoring Matrix Date .. Time Interval 6-15-72

Institutional Variable	Instructional Variable: Organization	Content	Method	Facilities
Student				
Teacher				
Administrator	posttesting completed and delivered to CRDC for scoring and			
Educational Specialist	analysis			
Family				
Community				

Remarks:

Administration.....

Evaluator.....

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PROJECT ACTIVITY REPORT

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This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: ~~Frank Piccirrilli~~

Project Title VII Date 11-71

Frequency Bi-weekly Report No. 1

[ ] No change in status from last report.

[x] The following problems/activities/recommendations are noted for the period covered by this report.

1. Meeting Monday 11-15 with teacher regarding Cooper-Maguire explanation and evaluation of Summer in-service program.
2. Will you get Croft materials for this meeting?
3. Please send me, when available, the date of the Advisory Council Meeting, and the in-service meeting for the bilingual teachers.

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[x] project director

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PROJECT ACTIVITY REPORT

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To: Frank Piccirilli

Project Title VII Date December 6, 1971

Frequency Bi-weekly Report No. 2

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Self-concept instruments to be administered prior to Christmas break by Mario.
2. Miss DiSarro has indicated displeasure with some of the Final Report.

Distribution:

[ ] evaluator

[ ] project director

[ ] _____

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date December 20, 1971

Frequency Bi-weekly Report No. 3

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Explore self-concept material received from National Consortia for use in place of SCAL instrument.
2. Faces Test administered.
3. Pretest data being analyzed.

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PROJECT ACTIVITY REPORT

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To: Frank Piccirilli

Project Title VII Date January 3, 1972

Frequency Bi-weekly Report No. 4

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Questionnaires have been mailed to certified staff at Fox Point. In addition, Miss H. Gertrude Coleman received a copy.

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PROJECT ACTIVITY REPORT

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To: Frank Piccirilli

Project Title VII Date January 17, 1972

Frequency Bi-weekly Report No. 5

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Dr. Vierra and I are planning the next in-service meeting for February 12, 1972 at Fox Point.
2. Self-concept for grades 3 and 4 to be conducted by Mario.

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[ ] project director

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date January 31, 1972

Frequency Bi-weekly Report No. 6

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Memorandum of Clarification regarding the grievance were delivered January 28, 1972 to Dr. Casserly.
2. Interim Report will be delayed due to time demands of grievance.

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[ ] project director

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII .Date 2-14-72

Frequency Bi-weekly Report No. 7

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. A meeting has been scheduled with Ms. Artisani to discuss her program and psychomotor objectives.

2. Miss DiSarro communicated with the CRDC expressing pleasure with the response to the critique.

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[ ] project director

[ ] _____

Report prepared by:

_____
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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date 2-28-72

Frequency Bi-weekly Report No. 8

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Copies of the Interim Report were mailed to B. Cohen.
2. Meeting with Ms. Artisani rescheduled for 3-8-72.

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[ ] project director

[ ] _____

Report prepared by:

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date 3-13-72

Frequency Bi-weekly Report No. 9

[ ] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

1. Meeting with Nelson Vieira scheduled for 3-16-72 to continue discussion of language dominance testing.

2. Parent questionnaire to get underway by 3-31-72. You will have to make provisions to release aides.

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[ ] project director

[ ] _____

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_____
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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date March 27, 1972

Frequency Bi-weekly Report No. 10

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Met with aides to discuss procedures for parent interviews. Jesse agreed to make call-backs at night for female aides who are reluctant to conduct interviews at night.

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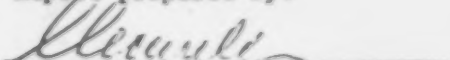
[ ] project director

[ ] _____

Report prepared by:



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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date April 10, 1972

Frequency Bi-weekly Report No. 11

[ ] No change in status from last report.

[x] The following problems/activities/recommendations are noted for the period covered by this report.

1. Posttests to be ordered no later than April 14, 1972. See attached sheet for the number needed at each instructional level (Gates-MacGinitie).

2. Will need a list of all pupils, place of birth and place of birth of parents by May 15.

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[ ] project director

[ ] _____

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_____
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PROJECT ACTIVITY REPORT

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This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date April 24, 1972

Frequency Bi-weekly Report No. 12

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Results of parent interviews are being translated and analyzed.
2. All teachers are finishing Cooper-Maguire posttesting.

Distribution:

[ ] evaluator

[ ] project director

[ ] _____

Report prepared by:

_____
(signature)

CURRICULUM RESEARCH AND DEVELOPMENT CENTER

PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date May 8, 1972

Frequency Bi-weekly Report No. 13

[X] No change in status from last report.

[ ] The following problems/activities/recommendations are noted for the period covered by this report.

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Distribution:

[ ] evaluator

[ ] project director

[ ] _____

Report prepared by:

_____
(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date May 22, 1972

Frequency Bi-weekly Report No. 14

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Posttesting with Cooper-Maguire to be completed by May 31, 1972. Posttesting underway with Gates.

2. There is some concern being expressed by teachers regarding the amount of paper work associated with Cooper-Maguire.

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date June 5, 1972

Frequency Report No. 15

[ ] No change in status from last report.

[X] The following problems/activities/recommendations are noted for the period covered by this report.

1. Cooper Maguire posttesting completed and being analyzed.
2. Faces posttesting completed and being analyzed.

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Distribution:

[ ] evaluator

[ ] project director

[ ] _____

Report prepared by:

_____
(signature)

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PROJECT ACTIVITY REPORT

This report is intended to provide a continuous documentation of project activities and may include any problem (s) and recommendation (s) related to the evaluation and management of the project.

To: Frank Piccirilli

Project Title VII Date June 19, 1972

Frequency Bi-weekly Report No. 16

[X] No change in status from last report.

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APPENDIX

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THE BILINGUAL CLASSROOM: A CLINIC FOR FOREIGN LANGUAGE TEACHING

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As American FL educators ponder over the trends and cycles that FL instruction has undergone in search of a "new" panacea or a justification for the traditional or the audio-lingual methods, their quest should include looking in on the elementary bilingual classrooms across the country. Bilingual education, America's great school hope for its previously neglected non-English speakers, is coping with many of the problems of FL or SL pedagogy while at the same time encountering a few unique ones of its own. Although FLES and earlier bilingual programs testify to the heritage of second language teaching in the elementary schools, present-day bilingual education, having profited from all that preceded it, has some findings to contribute in return. The remarkable growth of bilingual schooling within recent years has obliged bilingual educators to assess the successes of FL teaching as well as to be innovative in their own programs. In so doing, they have learned and employed many of the familiar concepts of SL acquisition. It is, however, enlightening to observe the new insights that have developed through the process of offering vernacular and second languages not as ends in themselves, but as media of instruction for all areas of the curriculum.

Such classrooms can be found in the Fox Point Elementary School in Providence, Rhode Island, where one of the three federally funded Portuguese-English bilingual projects (the other two being located in New Bedford, Massachusetts, and in Artesia, California) has been in operation since September, 1969. The project which is structured as a two-way bilingual program will be used here as a basis for discussion. This bilingual project, a cooperative effort between the Providence School Department and Brown University, has Portuguese and English-speaking teachers who have been trained in SL methodology and applied linguistics as well as in intercultural understanding. These areas outline the project's essential thrust: language acquisition and bicultural understanding. The Fox Point Elementary School offers a bi-

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lingual program for over 200 English and Portuguese-speaking children with the aim of producing and maintaining functional bilinguals who will manifest the values of both cultures. The school with a student population of approximately 450 is located in Fox Point, a residential neighborhood where, as of 1967, a total of 7,400 people live.[1] Of the ethnic groups that live in the area, the Portuguese is the most dominant as is evident in the many shops, the parish church, Nossa Senhora do Rosário, and such organizations as the Portuguese Sporting Club and the Associação Caboverdiana. The project's immediate and most important contribution to the Portuguese-speaking children lies in the vernacular portion of the curriculum, thus affording these youngsters a familiar and comfortable atmosphere in which to develop since they are more prepared upon entering school to "produce" in their language than in English.

Allowing for a bit of local history, let us look briefly at the Portuguese presence in New England which began in the first half of the seventeenth century with the residence of the Portuguese Jews in Newport, Rhode Island. Owing to the ubiquitous nature of the Portuguese and their dealings in maritime commerce, it is no wonder that New England ports became an attraction to these early seamen. When the whaling industry began to play an important role in the lives of New Englanders during the eighteenth and nineteenth centuries, Portuguese were often hired to sail on the voyages. These skilled mariners for the most part came from the Azores, a favorite port of call. Many of the Portuguese returned to the home port of these vessels and continued in the whaling industry. A considerable number of these men who settled here became masters on New England vessels and a viable force in maritime enterprises. However, only around the turn of this century did large numbers of Portuguese immigrants arrive. As immigration figures show, in Rhode Island alone, 2500 Portuguese arrived, mainly from the Azores and the Cape Verde Islands. " in 1900, 6500 in 1910, and 8725 in 1920, the Portuguese group in 1920, counting the first generation of descendants, numbered 15,350."[2]

Despite this vibrant local history and the existing documents in such cities as New Bedford, Salem, and Providence that attest to the rich contribution of the Portuguese in this area, detailed knowledge of this data is limited to a small number of people. This chapter of local history is rarely known by either Luso-Americans, or New England Yankees, to say nothing of the Portuguese immigrant child who often experiences inadequacy in his new environment.

The American community's knowledge of Portuguese civilization has been generally superficial and gained from the local Luso-American activities: religious festivals, cultural and sporting clubs, music, wines, foods as such delicacies from the neighboring *padarias* as *papo-secos, malassadas* (Portuguese rolls and donuts) and *massa sovada* (sweet bread). Now with the recent rise in Portuguese emigration especially from the Azores due to the new immigration law effective in 1968, the caliber of Portuguese language and culture vis-à-vis the American and Luso-American communities will be more *castiça*, more genuinely Portuguese. The thousands of *cartas de chamada*, 'calling papers,' that are continually being processed via the Portuguese Embassy and consulates here in the United States attest to the strong Portuguese presence in Massachusetts and Rhode Island, where it is most common to hear Portuguese spoken in the streets of New Bedford, Fall River, and Providence. With television programs and an all-day Portuguese radio station from New Bedford as well as Portuguese shops, restaurants, libraries, and bilingual social services, a comparable recognition of Portuguese language and culture in the local schools is not only desirable, but necessary. And in the effort to meet these challenges, bilingual classrooms are, we believe, providing some models which may benefit the FL teaching profession as a whole.

In essence, a bilingual program demands extensive contact with the language and with a variety of situations that insure its usage. For example, in the field of biculturalism, the curriculum of the Fox Point Bilingual Project is designed to introduce via the PSL classes (Portuguese as a Second Language for English-speaking chil-

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dren) cognitive material dealing with Azorean and Luso-Brazilian culture as well as such items as courtesy formulas, greetings, and mannerisms that are to be used in the classroom. Thus, when a visitor enters a Portuguese vernacular or PSL classroom, the children automatically stand to greet him. The practice of such representative social amenities is not innovative or unknown to the FL teacher, but to what extent are they incorporated on a daily basis in most FL classrooms?

One experiment at the Fox Point School that resulted in some bicultural exchange has been weekly first grade mixed ESL and PSL classes. Recognizing the essential difference between vernacular and second language learning, the basic philosophy of the Fox Point Bilingual Project has been to conduct dual programs, one for the Portuguese and one for the English-speaking children in order to insure basic language skill development. However, this does not preclude the possibility of many periods in which both groups are brought together for joint instruction, sometimes in one language and sometimes in the other. Experimenting with such "mixed" classes has produced some interesting observations. In a nutrition unit planned by the first grade teacher, a mixed class conducted in English was given the opportunity to learn about foods common to both cultures that can form a well-balanced diet. Fresh uncooked vegetables were brought to school to be tasted; butter was made by the class; and a series of other activities was developed in which all the children, Portuguese as well as English-speaking, participated. The teacher led the "discussion" with questions drawn from the lesson establishing an informal atmosphere and thus not expecting verbal responses from all. The language formulas that surfaced during this session were not only those learned formally in previous lessons, but also common exclamations, and phrases that the Portuguese learned incidentally from the English-speaking children. During the class the Portuguese-speaking children had a chance to share their own experiences and knowledge. Thus it gave an opportunity for the Portuguese children to expound upon their own foods, showing similarities and differences from their point of view and having the other children observe and participate. It is in such semi-controlled mixed sessions that the students gain the experience of functioning as equals because the interest of the material overides the possible linguistic handicap of their being paired with native speakers. In other words, given a carefully planned lesson and sympathetic environment, the motivation to participate and the interest in the content can overcome any number of obstacles posed by theoretical linguistics. In terms of behavioral objectives, the affective skills of attitude and intercultural rapport can advance in no better way.

Another experiment that is continuing at the Fox Point Project offers new perspective for bilingual educators. This experimeat involves several objectives, the prime one being the element of cognitive transfer from SL to the vernacular. It has long been the philosophy of bilingual education that all concepts taught during the first three or four years of a bilingual program must first be introduced in the vernacular and then reintroduced and reinforced via the SL. The rationale behind this thinking lies in the fact that the child learns best through his mother tongue thus allowing at a later stage to understand already familiar subject matter in the SL. While we agree with this in principle, it does result in a complex, and above all, crowded curriculum. The grid below demonstrates what would occur in a single area, for example, that of mathematics. Each area within the grid represents certain skills, materials, and activities while the SL blocks (B and D) have the added *linguistic* burdens of the SL phonemics, syntax, and lexicon.

Content Area: Mathematics — Grade X

	Vernacular	Second Language
English Dominant Children	Mathematics in *English* A	Mathematics in *Portuguese* B
Portuguese Dominant Children	C Mathematics in *Portuguese*	D Mathematics in *English*

Theoretically, at least new content could be introduced only in boxes A or C, to be

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retaught later in boxes B or D, a fact which greatly complicates scheduling and lesson planning. We noted, however, that by their second year in the bilingual program most of the children had sufficient confidence in their SL (either English or Portuguese) to cope simultaneously with both new content and new modes of expression. We decided, therefore, to experiment with the introduction of entirely new factual content via the SL with the expectation that this knowledge then could be transferred to and evaluated through the child's vernacular.

On a trial basis, a unit in natural and manufactured export products from Portugal, the Azores, and Brazil was devised and presented in a PSL segment to third grade English Speakers who had been in the program only two years. The children were first taught to recognize with the help of visuals the various products as presented by their Portuguese teacher. When this step was achieved, they proceeded to produce these items orally within the structure *Portugal exporta . . . vinho, bordados, peixe,* etc. When asked the question *Que exporta Portugal?*, they were prepared to answer by listing the products. From this point, they were expected to give a simple free narrative of the lesson which then led to the visual-graphic skills. Once the lesson had been mastered, the Portuguese teacher evaluated their achievement which resulted in 85% accuracy for 21 of the 26 children. A week later the English-speaking teacher within her own vernacular class (the same children) discussed very briefly import products used by Americans. During this discussion, she made no allusions to Luso-Brazilian products. Once the children were familiar with the products that the teacher had selected, she presented to them as a testing device an English list of ten products, three of which were from Brazil and Portugal. The children were asked to circle on a sheet numbered 1-10, the items produced in countries other than the United States and also to write the name of the country of each product circled. Of the same 26 children, 21 performed with 100% accuracy in the over-all test; 22 with 100% accuracy in identifying the Luso-Brazilian products as well as writing the names of the countries; and only one failure in identifying at least two of the three target products.

Although these results stem from one small controlled group, they do have implications for bilingual educators. The transfer from SL to vernacular can occur in the cognitive area if the lesson is challenging, interesting, and carefully planned. These children were not consciously concentrating on language *per se*, but rather on the lesson which fascinated them since it dealt with many unknowns that captured their curiosity. Intriguingly, the genesis of this experiment derived from the observation that these children in the SL arts portion of their class were tiring of lessons that were structured primarily for language acquisition at the expense of interesting content material. Moreover, the immediate use in an English language situation of facts presented only in Portuguese indicates that they were transferring knowledge across languages. This transfer of cognitive skills from classroom to classroom is in itself an accomplishment since it validates the argument that knowledge gained in one educational situation can be maintained for use in another. Ordinarily, many elementary educators believe that only in a self-contained classroom with the same teacher reinforcing skills and study habits across all areas of the curriculum can a child retain most of what has been offered to him. If he has several teachers, he may have a variety of perspectives, but they may not reinforce the same skills as those of a single teacher. The structure of the bilingual program described above appears to strike a happy medium, for it allows the child to work with two teachers as well as within two languages and cultures. Moreover, since this structure involves team-teaching and thus daily or weekly teacher conferences, it is no wonder that many of the skills are reinforced across classrooms.

For bilingual education, this cognitive transfer suggests, we believe, a reappraisal of the standard bilingual philosophy and curriculum in that every concept need not be taught twice. One would not present for the first time in a SL modern math class a complex concept such as that of "sets." However, through careful selection, new

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concepts, particularly when these involve simple ideas that will be taught with the aid of visuals, manipulative activities, and simple language, can indeed be first introduced in the SL and discussed for vocabulary purposes in the vernacular where they may be finally evaluated. In this way the bilingual curriculum will have more time for teachers to deal with the demands of the curriculum as well as to develop and reinforce those skills which they believe are paramount to the individual child's needs.

The students in our bilingual program have accepted instruction of cognitive subject matter through a SL as a normal component of their education. The experience of learning and, moreover, *using* the SL throughout the day has given prestige to the target languages. Although the content and activities described above may seem to have little relevance for language teachers on the secondary or college level, we feel nonetheless that the principles involved are significant. The implementation of a SL curriculum in a considerable portion of the day automatically diversifies the child's educational cosmos giving him a new perspective on learning and daily life. In a word, this expanded SL curriculum on the elementary level in itself enhances the importance of language learning from the child's point of view.

With regard to the Fox Point experience, we have seen that SL instruction has been conducted with a bilingual emphasis, that is, as a language and as a means to cognitive acquisition in subject matter, along with the pedagogical precepts that applied linguistics have upheld in the face of the myriad of complaints from *angst*-ridden teachers who cry out: "It just doesn't work!" The array of drills, the order of skills, and the variety of approaches are all being incorporated as in secondary school FL classes throughout the country with one substantial difference—these are being used with young children who will not withstand a static execution of the above techniques. While a high school student may "turn off," become sullen, or merely go through the motions, a group of five, six, or seven-year old youngsters will manifest volatile restlessness. Only an imaginative, stimulating, challenging, and, above all, diversified class will attract and maintain the students' attention for an hour and a half. Besides, the regular elementary school teacher has been trained to vary her lesson so that no one item dampens the class's interest. This variation in lesson plans focuses the FL educator's attention to a fact that is already familiar but one that has not been sufficiently practiced. Too often repetition and concern for skill development have been misinterpreted by the FL teacher resulting in drill sessions in the classroom or language laboratory in which the mind succumbs to a tediousness that nullifies the purpose of the lesson. The learning of basic skills cannot be realized at the expense of motivation. The criticism of many an audio-lingual program from the student's point of view has frequently stemmed from this very issue.

Consequently, in the bilingual classroom the elementary teacher now language-oriented, must arrange the SL program by *exploiting* linguistically all the activities in any given content area. It is no longer satisfactory, for example, in a modern math segment, just to send the student to the blackboard to complete the equation; he must verbalize his work as well, thus obliging him to operate on the oral as well as the visual-graphic levels. Nor is it acceptable in a language arts PSL session to limit the pupils' aural-oral activity to the formal lesson, rather spontaneous use of such utterances as *não sei, sou eu, posso, quero, ele fez* ('I don't know,' 'I am,,' 'I can,' 'I want,' 'he did'), are both encouraged and rewarded. Moreover, with language or number games, it would be short-sighted not to cultivate such situations that would call for spontaneous phrases such as *não está creto, ganhamos, ele fez um erro* ('it's not right,' 'we won,' 'he made a mistake'). Here conscious emphasis is placed on the game, not on the repeated language that the teacher encourages. It is incumbent upon the teacher to become acutely sensitive to the students' total language environment, as well as to the role that language can play vis-à-vis the psychological make-up of each individual child. Some children can be animated to use language via songs, others through games and work, while a Nancy or a Joãozinho enjoys using language while

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helping the teacher. Essentially, bilingual education has benefited from SL or FL methodology, but goes one step beyond, it demonstrates the undying and inherent characteristic of language—the need to communicate. However, this communication obviously cannot occur without motivation on the part of the student. He must want to use of simply to enjoy the SL.

Motivation cannot be successful when the objective is the completion of Lesson 25 or the College Board Examinations. These evils may exist in our present educational structure but they should not be allowed to dictate procedures that hinder the desired goal. Bilingual education does have its own pitfalls, however, it is based on ideals that are altruistic, and pardon the threadbare terminology, relevant. In its regard for the plight of the non-English speaker, bilingual education seeks to deal with language values and acquisition that have heretofore been imposed on foreign language learners as an academic discipline. The apparent need to *use* languages for communication in addition to savouring their intrinsic beauty have not been actualized in our FL classrooms. Whether it be student-teacher exchange, student-student, or the understanding of another ethos, language learning, as we all know, has to be live, exciting, and pertinent. Real and varied matter is perhaps a means through which we may vitalize language classes and develop more intercultural understanding or biculturalism, the desired bi-product for which educators are now striving.

In retrospect, the findings gained from the Portuguese and English classes at the Fox Point Bilingual Project, suggest that a closer look at these classrooms will reveal to FL educators aspects of SL acquisition and teaching practices that can be applied to language learning in general. Also, since bilingual education will demand in the very near future more language looks on the secondary level in subject matter, then perhaps it is the time to consider seriously, as has already been suggested and partially attempted, the creation of FL classes where authentic usage of the language can take place. Finally, in the pursuit of a cure of the language learning *malaise* that plagues so many of our FL language classes, it appears that study, research, and experimentation with the linguistic activities in bilingual classrooms may give us more insight into the complex and unknown aspects of language learning.

NOTES

[1]Providence City Plan Commission, *College Hill: a Demonstration Study of Historic Area Renewal* (Providence: City Plan Commission, 1967), p. 161.

[2]Charles Carroll, *Rhode Island, Three Centuries of Democracy* (New York: Lewis Historical Publishing Company, 1932), II, 1157.

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